



WJHSD Continuity of Education Plan

Goal of WJHSD Continuity Education Plan:

Effective Monday, March 30, 2020, the District will transition to an online format for the delivery of instruction for all students in Kindergarten through Grade 12.

WJHSD is committed to providing engaging educational activities designed to support families with online instruction. Also, administrators, faculty, and staff are available during the school week to support our students and families in the home.

Virtual classrooms for each teacher have been created using Google Classroom. Teachers will post learning activities, resources, and instructional videos for students to access at home. Students in grades 3-12 have been using Google Classroom throughout the year and many students are already familiar with this format of communication. Instructions, support, and resources will be provided to parents of children in Kindergarten through Grade 2 in the use of Google Classroom.

“Live” or “synchronous” instruction will not be occurring, except in limited cases, with students during the first week of online instruction. This means the use of Google Hangout, Zoom or other programs designed for group/individual online meets will not take place for instructional purposes. The District is in the process of developing guidance for teachers and related service providers to open these tools for learning in the coming weeks. Parents will be provided an opportunity to “opt-out” of participating in “live,” recorded, interactive sessions with their teacher(s) and classmates. More information will be shared soon.

Counselors/School psychologist/Paraprofessionals/ Board Certified Behavior Analyst/Social Workers

Virtual Office Hours

Pupil service personnel are going to be critical keys to supporting our students and families during these challenging times. Paraprofessionals will provide parallel support within the teachers Google classroom to which they are assigned. They will also be assigned a caseload of students to which they check in daily to monitor progress. They will create uniform messages sent periodically to parents to provide strategies to talk to

children about this crisis/change in school operations. Counselors/Social workers will maintain their availability for parents, students, and staff to schedule appointments to address questions or concerns about students' academic progress and behavioral health. All staff must maintain documentation of these sessions.

Classroom, Individual, and Group Sessions

Social workers who provided standing group or individual sessions with students should continue to plan and make these groups available to students utilizing Google Classroom. Further, Social workers who provided lessons in classrooms on a regular basis should continue to plan remote lessons that will be made available to affected students.

School psychologists will be available to attend 504/GIEP/IEP and other meetings. They will also support and collaborate with all district personnel in regards to paperwork that involves compliance concerns.

Teachers and building principals will be sharing information during this time via email and/or Google Classroom. The district will also offer Technology Support as listed below:

Phone: Live - 11:00 a.m. until 2:00 p.m., Monday - Friday: (412) 650-9237

Email: 8:00AM until 4:00PM, Monday - Friday: helpdesk@wjhsd.net

K-12 Online Learning Frameworks:

WJHSD K-5 Online Instruction Framework

Student Role:

- **Access Google Classroom through Clever or: www.clever.com/in/wjhsd**
- **Record your attendance for the day by visiting the “Principal’s Office”**
- **Promise to complete your work in the very best way you can by signing the “I Promise” note. You only need to do this once.**
- **Pick your teacher’s class according to the schedule for the day to see what they have waiting for you**

Parent Role:

- **Assist your child in accessing their Google Classroom**
- **Be sure your child records their daily attendance at the “Principal’s Office.”**
- **Promise to support your child in the completion of online coursework by completing the promissory note. You only need to do this once.**
- **Contact your child’s teacher(s) if you need assistance with anything. Office Hours are designed to support you with home learning. Our faculty and staff are here for you!**

Teacher Role:

- Create lessons and add them to the corresponding Google Classroom according to the Instructional Schedule.
- The lesson itself and any extension work related to the lesson will not exceed 30 minutes per subject.
- Be available to support families and students by phone or email during “Office Hours.”
- Contact the family of any students not engaged in learning activities.

K-5 Online Instruction Schedule

Day/Date	Monday	Tuesday	Wednesday	Thursday	Friday
Kindergarten Content / Subject Area	Math Reading	Math Reading	Math Reading	Math Reading	Social Studies / Science Second Step / Career Readiness
Grades 1-5 Content/ Subject Area	Math Science *ESL - optional mini-lesson	Reading Writing *ESL (takes the place of Reading/Writing)	Math Science * ESL - optional mini-lesson	Reading Writing *ESL (takes the place of Reading/Writing)	Social Studies Second Step / Career Readiness *ESL - optional mini-lesson
Encore Grade K	Music	Library	Art	Technology	Health/Physical Education
Encore Grade 1	Art	Music	Library	Technology	Health/Physical Education

Encore Grade 2	Library	Art	Music	Technology	Health/Physical Education
Encore Grade 3	Music	Library	Art	Instrumentals	Health/Physical Education
Encore Grade 4	Health/Physical Education	Music	Library	Art	Instrumentals
Encore Grade 5	Instrumentals	Health/Physical Education	Music	Library	Art

Grades 6-8 Online Instruction Framework

Student Role:

- Access Google Classroom through Clever or: www.clever.com/in/wjhsd
- Go to PHMS Principal's Office Classroom to mark that you are present. This is a new classroom for Online Learning.
- Promise to complete your work in the very best way you can by signing the "Promissory Note for Students." You only need to do this once.
- Pick your teacher's class according to the schedule for the day to see what they have waiting for you!

Parent Role:

- Assist your child in accessing their Google Classroom
- Be sure your child records their daily attendance on the PHMS Principal's Office Google Classroom
- Promise to support your child in the completion of online coursework by completing the "Promissory Note for Parents." You only need to do this once.
- Contact your child's teacher(s) if you need assistance with anything. Office Hours are designed to support you with home learning. Our faculty and staff are here for you!

Teacher Role:

- Create lessons and add them to the corresponding Google Classroom according to the Instructional Schedule.

- The lesson itself and any extension work related to the lesson will not exceed 30 minutes per subject.
- Be available to support families and students by phone or email during “Office Hours.”
- Contact the family of any students not engaged in learning activities.

Grades 6-8 Online Instruction Schedule

Week of 3/30-4/3/20

	Monday, 3/30	Tuesday, 3/31	Wednesday, 4/1	Thursday, 4/2	Friday, 4/3
Content/ Subject Area	Math Lang. Arts Social Studies Chorus/Band/ Orch./ General Music	Reading Science Spanish I/ French I Electives Chorus/Band/ Orch./ General Music	Math Lang. Arts Social Studies PE	Reading Science Social Studies Electives	Math Lang. Arts Spanish I/ French I PE
Student Expectation	30 minutes/class	30 minutes/class	30 minutes/class	30 minutes/class	30 minutes/class
Teacher Office Hours	8-11AM & 1-3PM	8-11AM & 1-3PM	8-11AM & 1-3PM	8-11AM & 1-3PM	8-11AM & 1-3PM

Notes:

- **Chorus/Band/Orchestra/General Music**- Students will complete work for only the course they are currently enrolled. Many 8th grade students do not have a music class.
- **Electives**- refers to the following courses in all grades: AET, Art, Computers, Family Consumer Science, TV Studio, and World Language (6th-7th)

You will only complete work for the elective class you are scheduled in for Marking Period 5 (6th and 7th grades) or Trimester 3 (8th grade)

- **Spanish/French I**- only refers to 8th grade students currently enrolled in one of those courses.

DAILY STUDENT ROUTINE:

1. Go to the PHMS Principal’s Office Google Classroom to mark that you are present. This is a new classroom for Online Class.

Google Classroom code-

3q5v3ma

[PHMS Principal's Office](#)

2. Visit the Google Classroom for each subject listed for the day starting at 8 AM. Ex. Monday, visit math, language arts, social studies, and music classrooms (if you are enrolled) and view the lesson for the day.
3. Work on each activity or assignment for up to 30 minutes. If you don’t complete the work, you will continue the next time you have that class.
4. If you have questions or are confused, you may email your teacher or post a comment in the assignment. The teacher will respond to you. The times they are available are 8-11 AM and 1-3 PM everyday.

Week of 4/6 - 4/10/20

Day/Date	Monday, 4/6	Tuesday, 4/7	Wednesday, 4/8	Thursday, 4/9	Friday, 4/10
Content/ Subject Area	Reading Science PE Spanish I/ French I	Math Lang. Arts Social Studies Elective	Reading Science PE Chorus/Band / Orch./ General Music	Math Lang. Arts Social Studies Elective Spanish I/ French I	No School Today
Student Expectation	30 minutes/clas s	30 minutes/clas s	30 minutes/class	30 minutes/class	No School Today

**Additional weekly schedules will be posted in the near future. We will evaluate how the first two weeks go and reassess.*

Grades 9-12 Online Instruction Framework

Student Role:

- Access Google Classroom through Clever or: www.clever.com/in/wjhsd
- Record your attendance for the day by visiting the “Principal’s Office”
- Promise to complete your work in the very best way you can by signing the “Promissory Note for Students”. You only need to do this once.
- Pick your teacher’s class according to the schedule for the day to see what they have waiting for you!

Parent Role:

- Be sure your child records their daily attendance at the “Principal’s Office.”
- Promise to support your child in the completion of online coursework by completing the “Promissory Note for Parents.” You only need to do this once.
- Contact your child’s teacher(s) if you need assistance with anything. Office Hours are designed to support you with home learning. Our faculty and staff are here for you!

Teacher Role:

- Create lessons and add them to the corresponding Google Classroom according to the Instructional Schedule.
- The lesson itself and any extension work related to the lesson will not exceed 30 minutes per subject.
- Be available to support families and students by phone or email during “Office Hours.”
- Contact the family of any students not engaged in learning activities.

Grades 9-12 Online Instruction Schedule

Week of 3/30 - 4/3/20

Day/Date	Monday, 3/30	Tuesday, 3/31	Wednesday, 4/1	Thursday, 4/2	Friday, 4/3
Content/ Subject Area	Math Science Business Chorus/Band/ Orchestra Tech Ed & Art	English Social Studies Spanish/French FCS PE/Health Resource	Math Science Business Chorus/Band/ Orchestra	English Social Studies Spanish/French h FCS PE/Health Resource	Math Science Business Chorus/Band/ Orchestra

			Tech Ed & Art		Tech Ed & Art
	Intro/Expectations	Intro/Expectations	1st assignment due	1st assignment due	2nd assignment due
Teacher Office Hours	8-11AM & 1-3PM	8-11AM & 1-3PM	8-11PM & 1-3PM	8-11PM & 1-3PM	8-11AM & 1-3PM

Week of 4/6 - 4/10/20

Day/Date	Monday, 4/6	Tuesday, 4/7	Wednesday, 4/8	Thursday, 4/9	Friday, 4/10
Content/ Subject Area	English Social Studies Spanish/French FCS PE/Health Resource	Math Science Business Chorus/Band/ Orchestra Tech Ed & Art	English Social Studies Spanish/French FCS PE/Health Resource	Math Science Business Chorus/Band/ Orchestra Tech Ed & Art	No School
	2nd assignment due	3rd assignment due	3rd assignment due	4th assignment due	X
Teacher Office Hours	8-11AM & 1-3PM	8-11AM & 1-3PM	8-11AM & 1-3PM	8-11AM & 1-3PM	X

Addressing the Instructional Needs of all/IEP/GIEP and 504 students:

Beginning March 30, 2020, the West Jefferson Hills School District will begin providing on-line instruction to all of our students in order to provide continuity of educational services during the school closure. The School District will continue to provide your child with a free, appropriate public education (FAPE) during this time. Students with disabilities will also have access to online instructional materials through (Google Classroom, Google Hangout, etc). Related Services, including occupational therapy, physical therapy, speech and language will continue to be provided through (Google Classroom, Google Hangout, etc). Your child's special education teacher and related service providers will contact families to discuss these services.

All special education teachers and related service providers will follow the same schedule/ online learning format as their colleagues. Special education and gifted teachers should review all student IEP/GIEP to determine if there should be an adjustment during this time of Closure based on the instructional delivery vehicle. This will include specially designed instructions and related services. Adjustments will be made to all paperwork through the revision process. The IEP team will reconvene upon return from closure to discuss student progress and adjust the IEP as necessary. Staff should also maintain a contact log when communicating with parents and team members this should be done in the IEP writer parent contact log.

Special education and gifted teachers should continue to comply with deadlines associated with anniversary dates. We recommend meeting through Google hangouts with parents and the IEP teams.

Evaluations and Reevaluations

The following advice is based on the assumption that no direct testing and assessments will occur during closure. For those evaluations and reevaluations for which you have received signed permission, complete an evaluation or reevaluation report (ER or RR) summarizing the records and other information reviewed and any testing that was completed before the break:

If the team was unable to complete all of the testing or any of the testing for which consent was received, acknowledge that fact in the report and explain how, if at all, the absence of the testing and assessments that you were unable to complete affects the ability of the team to make conclusive determinations of (a) disability status (especially for initial evaluations and reevaluations that were exploring the possibility of dismissal or adding a new area of disability); (b) present levels; or © educational needs. In the conclusion section, make whatever recommendations you are able to make on eligibility (if at issue), present levels, and educational needs (goals and specially-designed instruction).

If the evaluation is an initial, and the team was unable to conclusively determine whether the student has a disability or a need for special education, issue a NOREP so notifying the parents. Mark "other" and list the impact of COVID-19 pandemic as a reason the timeline could not be met as an evaluation requires in person/student contact and add a statement that once school resumes the District will work to complete the evaluation. In the "other considerations" section of that NOREP, indicated that, "Upon resumption of school following the current closure, a new evaluation will be proposed, and if parent consent is provided, will be completed to conclusively determine the issue of special education eligibility."

For cyclical reevaluations that will be due during the period of the shutdown, or that will need to be underway during that period, conduct a virtual review of existing information. If that review results in a recommendation to conduct testing and assessments, acknowledge that fact in the RR, and proceed as recommended above.

When the break is concluded, issue a PTR to complete the testing and assessments you were unable to conduct during the break. Issue the RR. No NOREP will be necessary until you have completed the IEP review based thereon (see below).

504 Procedures During Online Instruction:

Students with current 504 Service Agreements The 504 Prior Written Notice (PWN) will be issued to the parents of all students who receive aids, services, and/or accommodations within a 504 Service Agreement to reflect the specific accommodations that can be implemented while the district is providing online instruction. Any relevant school personnel, including but not limited to school psychologists, school counselors, building administrators, school nurses, school social workers, and teachers may collaborate to determine the appropriateness and practicality of the selected accommodations to be implemented during online/virtual instruction. Once accommodations in 504 Service

Agreements have been reviewed and revised for online instruction, the school counselor and/or 504 coordinator will reflect these changes on the PWN located on IEPWriter as well as on the 504 PWN roster (Google Doc) previously shared with them reflecting the revised accommodations. A sample PWN document will be provided to school counselors/504 coordinators for reference upon Jade's approval. Text boxes have also been prepopulated on IEPWriter in order to access the language used to create PWNs. All PWN mailing requests should be submitted to Laurie and Sharon via the shared "Paperwork needing to be mailed" Google Doc as notification to send to parents by April 6, 2020. Laurie and Jade will first attempt to email the document to parents. In the event that parents do not have an email address on file, the PWN will be mailed by Laurie from the administration building. The PWN does not require a parent's signature; therefore, no follow-up contact with the parent is necessary after the document has been sent. 504 Evaluations in Process In the event that all information has been collected to adequately complete an evaluation for a 504 Service Agreement, the respective school psychologist will complete the evaluation to determine the student's eligibility and need for aids, services, and/or accommodations in the form of a 504 Service Agreement. If it is determined that the student is eligible for a 504 Service Agreement, a meeting (Google Hangout/phone call) will be scheduled with the appropriate school personnel to be held within 30 days of the dated 504 Evaluation Report (ER) in an effort to parallel Chapter 14 procedures. In the event that a 504 evaluation is in process, but the school packet has not been returned prior to state-mandated school closures (March 13), the following procedures will be followed at the discretion of the school psychologist/school team regarding the completion or deferment of the evaluation.

1. If the school packet has been completed and/or the school counselor has access to all of the information needed to complete the 504 evaluation, the documents can be sent to Laurie and/or the respective school psychologist in an effort to complete the evaluation. OR
2. If necessary information is unavailable for the completion of the 504 ER, the PWN will be issued to the parents (similar to the procedure for mailing NOREPs issued for MDEs) indicating the inability to adequately

complete the 504 Evaluation due to school closures related to COVID-19. The evaluation will resume once the state of emergency has been lifted and school districts resume normal hours in the school buildings.

Consideration of Access and Equity for All:

Guiding Principles for Special education

Guiding Principle 1: Special Education is a Service, not a place. (Special education service time is time instruction as being planned and delivered by a special education professional.)

Guiding Principle 2: Free Appropriate Public Education

Guiding Principle 3: Access

Guiding Principle 4: Presume Competence